

C.
L 1406

LAKE FOREST UNIVERSITY

CATALOGUE

OF

LAKE FOREST ACADEMY

FOR THE ACADEMIC YEAR

1900-1901

LAKE FOREST, ILLINOIS

PUBLISHED BY THE UNIVERSITY

CHICAGO, ILL.
ROGERS & HALL CO., PRINTERS
1901

CONTENTS.

PAGE

Calendar	4
Board of Trustees	5
Officers of the Board.....	5
Committees of the Board.....	6
Synodical Visitors	6
Faculty	7
Requirements for admission.....	9
Requirements for graduation	10
Courses of study.....	10
Material equipment.....	29
Athletic Records.....	32
General information	33
Expenses.....	36
List of students.....	38

CALENDAR.

SCHOOL YEAR 1900-1901.

1900.

September	19.	Wednesday (2 P. M.)..	First semester began.
November	29.	Thursday.....	Thanksgiving Day.
December	21.	Friday (4 P. M.).....	Christmas recess began.

1901.

January	2.	Wednesday (6 P. M.)..	Christmas recess ended.
January	31.	Thursday.....	Day of prayer for colleges
February	1.	Friday.....	Second semester began.
March	27.	Wednesday (4 P. M.)..	Spring recess began.
April	2.	Tuesday (6 P. M.)....	Spring recess ended.
June	10.	Monday.....	Academy closing exercises.

SCHOOL YEAR 1901-1902.

1901.

September	18.	Wednesday (2 P. M.)..	First semester begins.
November	28.	Thursday.....	Thanksgiving Day.
December	20.	Friday (3 P. M.).....	Christmas recess begins.

1902.

January	6.	Monday (6 P. M.).....	Christmas recess ends.
January	30.	Thursday.....	Day of prayer for colleges
January	31.	Friday.....	Second semester begins.
March	26.	Wednesday (3 P. M.)..	Spring recess begins.
April	2.	Wednesday (6 P. M.)..	Spring recess ends.
June	9.	Monday.....	Academy closing exercises.

TRUSTEES OF THE UNIVERSITY.

John H. Boyd, D. D.,	-	-	-	-	Evanston.
Clarence Buckingham,	-	-	-	-	Chicago.
Frederick W. Crosby,	-	-	-	-	Chicago.
William F. Dummer,	-	-	-	-	Chicago.
Henry C. Durand,	-	-	-	-	Lake Forest.
John V. Farwell, Jr.,	-	-	-	-	Chicago.
John S. Hannah,	-	-	-	-	Chicago.
David B. Jones,	-	-	-	-	Chicago.
Cyrus H. McCormick,	-	-	-	-	Chicago.
Byron L. Smith,	-	-	-	-	Chicago.
Delavan Smith,	-	-	-	-	Lake Forest.
Louis F. Swift,	-	-	-	-	Chicago.
Andrew C. Zenos, D. D.	-	-	-	-	Chicago.
James G. K. McClure, D. D., <i>ex officio</i> ,	-	-	-	-	Lake Forest.

OFFICERS OF THE BOARD.

Henry C. Durand, *President*. Frederick W. Crosby, *Treasurer*.
 Cyrus H. McCormick, *Vice Pres.* John V. Farwell, Jr., *Secretary*.
 Charles E. Latimer, *Assistant Treasurer*.

COMMITTEES.

COMMITTEES OF THE BOARD.

Finance Committee: F. W. Crosby, *Chairman*; H. C. Durand, C. H. McCormick, B. L. Smith, J. S. Hannah.

Curriculum Committee: A. C. Zenos, *Chairman*; W. F. Dummer, D. B. Jones, J. V. Farwell, Jr., J. H. Boyd.

Grounds and Buildings Committee: Delavan Smith, *Chairman*; C. Buckingham, L. F. Swift.

VISITING COMMITTEE FROM SYNOD OF ILLINOIS.

Rev. W. H. Penhallegon,

T. N. Miller,

Rev. H. K. Denlinger,

J. J. Eldred.

Rev. William Parsons,

VISITING COMMITTEE FROM SYNOD OF WISCONSIN.

Rev. John McCoy.

THE FACULTY.

REV. JAMES G. K. McCLURE, D. D.,
PRESIDENT OF THE UNIVERSITY.

CONRAD HIBBELER,
Head Master.

WILLIAM N. MCKEE, M. A.,
Master in Latin.

JAMES P. WHYTE, B. A.,
Master in English.

EDMUND J. RENDTORFF, M. A.,
Master in Physics and Chemistry.

BENEDICT PAPOT,
Master in French and German.

CORNELIUS J. HOEBEKE, M. A.,
Master in Greek and History.

A. BLISS ALBRO, B. A.,
Master in Mathematics.

GRACIA G. S. WELCH, B. A.,
Instructor in Mathematics and Latin.

GUSTAV BIRN,
Instructor in Violin and Piano.

CONRAD HIBBELER,
Physical Director.



LAKE FOREST.

LAKE FOREST is a suburb of Chicago, situated on the shore of Lake Michigan, twenty-eight miles north of the city. Its site occupies the highest elevation of land along the lake between Chicago and Milwaukee. The town was originally laid out as a park, and is entirely devoted to residences and the University buildings. The charter prohibits the sale of all intoxicating drinks. Local trains on the Milwaukee division of the Chicago & Northwestern Railway, as well as on the Chicago & Milwaukee Electric Railway, give convenient communication with Chicago.

Lake Forest Academy.

Lake Forest Academy is a fitting school for boys. It prepares for any American college or scientific school. Its situation in a residence suburb, quiet and beautiful, under prohibitive laws, and its magnificent plant, combine to make Lake Forest Academy an ideal place for growing boys during the most critical period of their lives. In doing its work the Academy has distinctly before it three ends: first, the development of independent manly character; second, the attainment of a high grade of scholarship; and third, the sound body to go with the sound mind. In accomplishing the first, careful and kindly supervision is exercised; in securing the second, strong work and a high grade of excellence is required; for the third, regular exercise is prescribed. In estimating a boy's place in the school all elements are considered. The school is not satisfied with only moderate attainment. Every kind of encouragement and of healthful incentive is given to faithful study, but the boy who persists in idling and shirking his work, will not find the atmosphere congenial. The Academy does not expect to find uniformity of work, or conduct, or disposition, in all of its students. Every boy will be treated by the measure of his own worth, spirit, and preparation. What he is able to do and ought to do, he must do, otherwise he cannot grow. As long as a boy improves in spirit and in work, the best the Academy has is at his service. When growth stops, the boy stops.

Admission. Students should ordinarily be thirteen years of age to do well here. The work of the Academy presupposes the completion of studies required for entrance to high schools. Opportunity, however, is offered for making up deficiencies in the most important subjects. Good spelling and legible writing are insisted upon. Certificates will be accepted for advanced standing, but text-book work will not be accepted as full equivalent for laboratory work. Candidates thus admitted to advanced standing will be allowed to continue in these classes only so long as their work is satisfactory. Students are dropped to lower classes when they fail in the work of the higher. Pupils in good health are expected to have twenty periods of recitation a week, besides "general exercises."

Young students who are not prepared to take the regular first form studies are given the opportunity to complete what corresponds to sixth, seventh, and eighth grade work in the public schools, under an efficient instructor.

Graduation. A student graduates from Lake Forest Academy after having completed the required academic course, or, after having done the work required for entrance into the A. B. or B. S. courses of the best colleges and universities in the country.

CLASSES AND COURSES.

The classes in the Academy are arranged in four Forms, each covering one year, the Fourth Form being the advanced class. The year is divided into Semesters, and the work of each Form is planned with reference to this division.

Two courses are offered, classical and scientific-engineering, fitting for corresponding courses in any American college, scientific, or technical school.

From these courses students have been admitted upon the certificate of the Head Master to Lake Forest College, Chicago University, Michigan University, Amherst College, Northwestern University, University of Wisconsin, Purdue, and University of Illinois, without examination. Others have passed, with credit, upon examination, into Princeton, Yale, Harvard, Massachusetts Institute of Technology, Cornell, and Williams. These latter colleges require entrance examinations from the students of all secondary schools.

A credit in any subject consists of a semester's work passed successfully. The average amount of work is four classes a day of forty-five minutes each.

Students will be considered Juniors when they have sixteen credits and are carrying required studies without conditions during the first two months of the third year. Students will be considered Seniors when they have twenty-four credits and are carrying required studies without conditions during the first two months of the fourth year.

Thirty-two credits are necessary for graduation when students elect without any definite college in view.

Students wishing to secure credits for work done in other schools must present a written statement from such schools indicating studies taken, time pursued, text-books used, and grades attained.

		Classical.	Scientific-Engineering.
First Form.	1st Semester.	Algebra*.....5 Latin.....5 English.....5 U. S. History.....5	Algebra.....5 Latin.....5 English.....5 U. S. History.....5
	2d Semester.	Algebra.....5 Latin.....5 English.....5 Physiology.....5	Algebra.....5 Latin.....5 English.....5 Physiology.....5
Second Form.	1st Semester.	Algebra.....5 Latin.....5 English.....5 Greek.....5	Algebra.....5 Latin.....5 English.....5 English History.....5
	2d Semester.	Greek.....5 Adv. Arithmetic.....5 Latin.....5 English.....5 Physical Geography.....5	Adv. Arithmetic.....5 Latin.....5 English.....5 Physical Geography.....5
Third Form.	1st Semester.	Geometry (Plane).....5 Latin.....5 English.....5 Greek.....5	Geometry (Plane).....5 German.....5 English.....5 Chemistry or Latin.....5
	2d Semester.	Geom. and Alg. Rev.....5 Latin.....5 English.....5 Greek.....5	Geom. and Alg. Rev.....5 German or French.....5 English.....5 Chemistry or Latin.....5
Fourth Form.	1st Semester.	Solid Geom. } Elective..5 or Adv. Alg. } Latin.....5 Greek.....5 French, German or Physics.....5 English (Elective).....3 Public Speaking (Elect.)..2	Adv. Algebra (Elective)..5 Solid Geom. and Trig- onometry.....5 Physics.....5 German or French.....5 English (Elective).....3 Public Speaking (Elect.)..2
	2d Semester.	Ancient History.....5 Latin.....5 Greek.....5 French, German or Physics.....5 English (Elective).....3 Public Speaking (Elect.)..2	Adv. Algebra (Elect.).....5 Trigonometry.....5 Physics.....5 German or French.....5 English (Elective).....3 Public Speaking (Elect.)..2

* The figures indicate the number of recitations (forty-five minutes each) per week devoted to the subject.

ANALYSIS OF WORK.

FIRST YEAR.—FIRST SEMESTER.

ALGEBRA:
Fundamental operations; Factoring;
Fractions.

LATIN:
Collar and Daniell's *First Book in Latin*.
Especial attention to Quantities,
Pronunciation and Principles of
Syntax.

ENGLISH:
Scott & Denny's *Elementary English Composition*.
Goldsmith's *The Vicar of Wakefield*.
Scott's *Ivanhoe*.
Addison's *The Sir Roger de Coverley Papers*.
Moulton's *The Modern Readers' Bible*, "Ruth."

HISTORY:
United States Review.
Civil Government.
Geography.
Maps.

FIRST YEAR.—SECOND SEMESTER.

ALGEBRA:
Simple Equations; Theory of Indices; Radicals.
Surds & Imaginaries.

LATIN:
Same as first semester.
Easy Latin Reading.

ENGLISH:
Scott & Denny's *Elementary English Composition*.
Eliot's *Silas Marner*.
Lowell's *The Vision of Sir Launfal*.
Coleridge's *The Ancient Mariner*.
Moulton's *The Modern Reader's Bible*, "Esther."

PHYSIOLOGY:
Martin's Text completed.

SECOND YEAR.—FIRST SEMESTER.

ALGEBRA:
Review of first year's work; Quadratics; Progressions; Series; Logarithms; Ratio; Proportion; Variables; Binomial Theorem.

LATIN:
Easy Latin Reading.
Cæsar, One Book.
Latin Grammar.
Geography of Gaul.

HISTORY:
English; Essays on assigned Topics;
Maps; Outlines.

GREEK:
White's *First Greek Book*.
Reading of short stories in Greek.

ENGLISH:
Mead's *Composition and Rhetoric*.
Shakespeare's *Julius Cæsar*.
Shakespeare's *The Merchant of Venice*.
Moulton's *The Modern Reader's Bible*, "Job."

SECOND YEAR.—SECOND SEMESTER.

ARITHMETIC:
Metric System.
Mensuration.
Logarithms.

LATIN:
Cæsar, Three Books, or Two and Sallust's *Catiline*.
Topical and Inductive Study of Latin Syntax.
Latin Writing.
Sight Reading.
Study of Roman Art of War.

GREEK:
Greek Lessons and Grammar.
Anabasis, Book I.

ENGLISH:
Mead's *Composition and Rhetoric*.
Tennyson's *The Princess*.
Carlyle's *Essay on Burns*.
Moulton's *Biblical Idyls*, "The Song of Songs."

PHYSICAL GEOGRAPHY:
Davis' Text completed.

THIRD YEAR.—FIRST SEMESTER.

GEOMETRY:

First Three Books.
Large number of original practical exercises.

LATIN:

Cicero, Four *Catilinarian* Orations.
Latin Grammar.
Latin Writing.
Geography of Italy.

GREEK:

Anabasis.
Greek Prose Composition.
Geography of Asia Minor and Hel-
las.

ENGLISH:

Pearson's *The Principles of Com-
position*.
Milton's *Minor Poems*.
Macaulay's *Essays on Milton and
Addison*.
Moulton's *Modern Reader's Bible*,
"The Proverbs."

GERMAN:

Collar's *Shorter Eisenbach*.
Thomas' *Practical German Gram-
mar*.
Conversational German.

FRENCH:

Visual Method.

CHEMISTRY:

Non-Metals,
Chemical Laws and Theories.
Laboratory four periods a week.
Recitation three periods a week,
Storer & Lindsay's *Elementary
Manual of Chemistry*.
Keyser's Laboratory Work in Chem-
istry.

THIRD YEAR.—SECOND SEMESTER.

GEOMETRY:

Plane Geometry; finished.

ALGEBRA:

Elementary Algebra Reviewed.

LATIN:

Cicero, *Manilian Law* and *Archias*.
Cicero, *Three Orations*, or
Ovid, 1,000 lines or more.
Latin Writing.
Latin Prosody.
Sight Reading.
Roman Private Life.
Roman Mythology.

GREEK:

Anabasis, Book IV.
Greek Prose Composition; Sight
Reading.
Herodotus.

ENGLISH:

Pearson's *The Principles of Com-
position*.
Shakespeare's *Macbeth*.
Burke's *Speech on Conciliation*.
Moulton's *The Orations of Moses*,

GERMAN:

Thomas' *Grammar*, (continued).
Super's *German Reader*.
Storm's *Immensee*.
Heyse's *L'Arrabiata*.
Selected Poems.

FRENCH:

Visual Method.
Reading and Grammar.
Composition.

CHEMISTRY:

The Metals.
Laboratory four periods a week.
Recitation three periods a week.
Irish's *Qualitative Analysis*.
Storer & Lindsay's *Elementary
Manual of Chemistry*.

FOURTH YEAR.—FIRST SEMESTER.

ADVANCED ALGEBRA:

Review.
Theory of Quadratics.
Ratio and Proportion.
Progressions.
Equations of higher degree.
Variation.
Indeterminates.
Choice and Chance.
Binomial Theorem.
Interest.
Annuities.
Logarithms.

SOLID GEOMETRY:

Completed in about 10 weeks.

TRIGONOMETRY—begun.

LATIN:

Virgil's *Aeneid*, Three Books.
Sight Reading.
Prose Composition.

PHYSICS:

Laboratory Work and Text-Book.
Kinematics.
Dynamics.
Mechanics.
Heat.

ENGLISH:

An Outline of the History and Development of English Literature.
A. S. Hill's *Composition and Rhetoric*.

GREEK:

Iliad, Books I to III.
Greek Prose Composition.
Sight Reading.
Greek Prosody.

GERMAN:

Harris's *German Composition*.
Benedix's *Dr. Wespe*.
Auerbach's *Brigitta*.
Sight Reading — Paul's *Er Musz Tanzen*.

FRENCH:

Merimée's *Colomba*.
Contes de Daudet (including *La Belle Nivernaise*).
Blouët's *French Composition*.
Sight Reading { *Le Voyage de M. Perrichon par Labiche et Martin*.

FOURTH YEAR.—SECOND SEMESTER.

ADVANCED ALGEBRA:

The Nature of Series.
Property of Equations.
Graphs.
Determinants.
Notation.
Numerical Theories.
Variable Limits.
Complex Numbers.
Continued Fractions.

ANALYTICAL GEOMETRY—10 weeks.

SURVEYING.

TRIGONOMETRY:

Plane and Spherical Trigonometry.
Completed.

LATIN:

Virgil's *Aeneid*, Books IV to VI.
Bucolics, or *Aeneid* VII, VIII, IX.
Sight Reading.
Prose Composition.

PHYSICS:

Laboratory Work and Text-Book.
Electro-magnetism.
Acoustics.
Optics.

GREEK:

Iliad, Books IV to VI.
Sight Reading.
Writing Greek.
Greek Mythology.

GERMAN:

Riehl's *Der Fluch der Schönheit*.
Freitag's *Die Journalisten*.
Lessing's *Minna von Barnhelm*.
Schiller's *Wilhelm Tell*.
Selected Poems and Sight Reading.

FRENCH:

Dumas's *Les Trois Mousquetaires*.
Racine's *Athalie*.
Hugo's *Hernani*.
Corneille's *Le Cid*.
Sight Reading—Molière *Le Médecin Malgré Lui*.
Van Daell's *French Grammar*. (Review.)
Selected Poems.

ENGLISH:

An Outline of the History and Development of English Literature.
A. S. Hill's *Composition and Rhetoric*.
Public Speaking.

ANCIENT HISTORY:

Grecian History. Essays on topics assigned for special investigation.
Roman History. Essays on topics assigned for special investigation.
Hebrew History.

THE DEPARTMENT OF ENGLISH.

Purpose.

It is the purpose of the Department of English to give every boy a thorough drill in the oral and written use of his native language. To this end, courses are offered in the English Language and Literature; in the Bible as literature; and in the Rhetoric of spoken and written composition.

English Language and Literature.

How to read English, and what to obtain from the reading, are the chief aims in the teaching of literature. All notions about criticism, the moral, ethical and psychological purposes of the author are lightly treated. This does not mean, however, that the student is not impressed with the fact, from his first to his last lesson, that literature is a transcript of life, and that he must interpret it as such. The works used for class study are those specified from year to year in the Uniform Admission Requirements to the leading colleges and universities. This list includes fourteen of the greatest authors from Shakespeare to Lowell. It is no narrow selection; every form of literature, from all the important periods of literary activity, is here represented. The student has therefore the opportunity to hear voices from the "God-gifted organ voice of England," to the sweeter, quieter melodies of Lowell.

The Literature of the Bible.

Among the few books suggested by Rhetoricians as an aid to clear effective style, is the Bible, and yet it has never been extensively used in the class-room. In purity of language and nobility of truth the Bible is unsurpassed. There are two methods of Biblical study, the theological and the literary. It is not the purpose of the Department of English to enter into doctrinal discussions, but rather to reveal the hidden treasures of Hebrew style and literature. Our ancestral literature ought not to be confined to the Greek and Roman, in preparatory schools. "It is surely good that our youth, during the formative period, should have displayed to them, in a literary dress as brilliant as that of Greek literature—in lyrics which Pindar cannot surpass, in rhetoric as forcible as that of Demosthenes—a people dominated by an utter passion for righteousness, a people

whom ideas of purity, of infinite good, of universal order, of faith in the irresistible downfall of all moral evil, moved to a poet's passion as fervid, and speech as musical, as when Sappho sang of love, or Eschylus thundered his deep notes of destiny."

Rhetoric and Composition.

In the teaching of Rhetoric and English Composition little emphasis is placed upon the mechanical drill of the Rhetoric, and great emphasis is placed upon the practical power of rhetoric—composition. To teach the student to express his thoughts in clear English when a pen is between his fingers, and when he is on his feet before an audience, is the aim of all instruction in composition. To attain that desirable end is largely a matter of time, patience and careful correction of themes. The student must be taught how to think clearly; he must see the limited range of his vocabulary, and must be taught how to enlarge it; he must learn to reason about his subject, and must be taught the unity of sentence and paragraph. In fact, whenever he writes he must be mindful that he is expressing his ideas and that he should do so intelligently. No attempt is made to cultivate an artificial style; simple, idiomatic English is constantly insisted upon. In accordance with these principles each student, during his whole course, is required to hand in from one to three short themes a week, and as his work progresses, longer fortnightly and term themes are written. Emphasis is laid upon the Rhetoric of Vocal Expression and the student is required to read and speak at length before the class.

No boy will be graduated without taking the full complement of the English course.

COURSES OF INSTRUCTION.

English I. Literature and Composition.

- a. Scott & Denny's Elementary English Composition.

A thorough drill in the first principles of composition.

- b. A study of Fiction. For the purpose of obtaining more out of the time spent in reading novels.

"Ivanhoe," "The Vicar of Wakefield," "The De Coverley Papers," and at least six of the popular novels of the day.

- c. Stories of the Bible. "Ruth and Esther."

A study of clear style and Hebrew story.

English II. Literature and Composition.

- a. Practical Composition and Rhetoric. Mead.
Fastening the principles of Composition by frequent practical application of them in construction.
- b. A study of the Drama.
"Julius Cæsar" and "The Merchant of Venice" are used as models.
"Job" as an illustration of Hebrew drama.
- c. A study of Poetry and Criticism.
"The Princess"; Carlyle's "Essay on Burns."
"The Biblical Idyls," a study of Hebrew poetry.

English III. Literature and Composition.

- a. The Principles of Composition. Pearson.
Effectiveness and individuality is insisted upon.
- b. A study of Masterpieces in Essay-writing, Drama, Oratory and Poetry.
Burke's Speech on Conciliation with America.
Macaulay's Essays on Milton and Addison.
Milton's Minor Poems.
Shakespeare's Macbeth.
A birdseye view of the literary periods from Shakespeare to Lowell.
- c. Hebrew Epigrams and Essays and the Orations of Moses.
A transcript of Hebrew life.

English IV. Freshman College English. Three periods a week. A course in the history and development of English Literature, equal to what is required in the best colleges. The field of work will include the authors from Shakespeare to Barrie.

COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH FOR

1902-1905.

REQUIRED FOR CAREFUL STUDY, 1902-1905.

Burke's Speech on Conciliation with America.
Macaulay's Essays on Milton and Addison.
Milton's Minor Poems.
Shakespeare's Macbeth.

REQUIRED FOR GENERAL READING.

Addison's *The Sir Roger de Coverley Papers*, 1902-1905.

Coleridge's *The Ancient Mariner*, 1902-1905.

Eliot's *Silas Marner*, 1902-1905.

Goldsmith's *The Vicar of Wakefield*, 1902-1905.

Scott's *Ivanhoe*, 1902-1905.

Shakespeare's *The Merchant of Venice*, 1902-1905.

Tennyson's *The Princess*, 1902-1905.

Cooper's *The Last of the Mohicans*, 1902.

Pope's *Iliad*, Books I, VI, XXII, and XXIV, 1902.

Carlyle's *Essay on Burns*, 1903-1905.

Lowell's *The Vision of Sir Launfal*, 1903-1905.

Shakespeare's *Julius Caesar*, 1903-1905.

PUBLIC SPEAKING AND ELOCUTION UNDER THE DIRECTION OF THE MASTER IN ENGLISH.

No man is fully equipped for his life's work in a democracy unless he is able to stand on his feet before an audience and present clearly and effectively his ideas concerning any of the problems of our national life. Rules and philosophy on this subject are of little use without direction and criticism. No artificial, weak fluency is encouraged, but a strong, individual and practical delivery is insisted upon.

The study of literature is incomplete unless the student is trained to recreate the spirit of prose and poetry. To be able to read aloud; to be able to infuse into the best productions the spirit of their authors, and to be able to impress the beauty and power of the world's masterpieces; is an accomplishment which few boys have and all ought to have.

Opportunity will be given during this school year to those who wish to take special work in this department. Two courses will be offered, to be taken either in classes or in private lessons.

A SPECIAL FEE WILL BE CHARGED FOR EACH COURSE.

I. Extempore Speaking. Ten weeks. Twice a week. A study of the various forms of discourse. Delivery of short original selections not committed to memory but presented from an outline. Vocal culture and gesture. Individual criticism.

II. Vocal Expression or Elocution. Ten weeks. Twice a week. A study of the elements in reading aloud. Purpose

in utterance, emotion, etc. A practical study of tone-color, force, melody, pitch, etc. Frequent delivery of selections showing mental and emotional power. Vocal culture and gesture. Special attention is paid to articulation in conversation.

THE DEPARTMENT OF LATIN.

The aim of this department is to show that Latin is still a living language in that so large a portion of our English language is derived from it, either directly or indirectly; to give an insight into Roman mythology, Roman warfare, Roman life, and Roman law, so that the pupil will desire to know more of that people who have played so large and so important a part in the world's history; to discipline the mind in accuracy and thoroughness—two essential characteristics of the scholarly mind. The especial aim of the first year is to teach the pupil to observe carefully, to learn accurately, to memorize effectively, to think independently. The pupil is trained to careful observation by repeated drills in quantities and pronunciation; he is trained to learn accurately and memorize discriminatingly the various declensions and conjugations; he is trained to think independently by frequent exercises in syntax.

About Easter the "First Lessons" is completed and *Viri Romæ* or some equivalent is read for the remainder of the year—especial attention being paid to vocabulary and translation into good English.

"Second Year Latin" published by Ginn & Co., is the textbook for Second Form pupils. Part I, containing ninety pages of easy Latin from *Viri Romæ*, *Fabulæ Faciles*, etc., is read until Thanksgiving time. Part II, consisting of selected portions of Cæsar's Commentaries and equal in amount to Books I-IV, is used for the remainder of the year. There is daily drill in forms and constructions, and in translations from English into Latin. In the third year, Cicero's Catilinarian Orations, the Archias, and the Manilian Law are read by Easter time, then other orations of Cicero or the Metamorphoses of Ovid are read. During the whole year there is drill in forms and syntax and daily translation from English into Latin.

In the fourth year, Six Books of the *Æneid* are completed by Easter, then the work of the class varies to suit the require-

ments for entrance at the different colleges for which pupils are preparing.

The text-books in use are the following:

Latin Grammars—Bennett and Allen and Greenough.

First Lessons—Collar and Daniell.

Viri Romæ—Rolfe.

Second Year Latin—Greenough, D'Ooge and Daniell.

Cicero's Orations and Letters—Harper and Gallup.

Ovid—Kelsey.

Vergil's *Æneid*—Greenough and Kittredge.

Preparatory Latin Composition—Collar and Moulton; Daniell.

GREEK.

The course in Greek extends over three years and covers thoroughly the entrance requirements in Greek to any American college. Three main objects are kept in view; to give that invaluable discipline of the mind for which the Greek language is peculiarly adapted; to secure to the student such a grasp of the language as is attested by the ability to translate at sight passages of average difficulty; and to introduce the student to the life, the history, and the literature of a people who created an epoch in the world's history.

With these general objects in view, the first year is devoted to gaining a thorough, accurate, and ready knowledge of the forms, syntax, and structure of the Greek language. The first Greek Book is completed about the first of March, and during the remainder of the year as large a portion of the *Anabasis* as possible is read with special attention to syntax, forms, and vocabulary. The value of reading a large amount of text is recognized, and practice in sight translation is given throughout the entire course.

During the second year the four books of the *Anabasis* are read and reviewed. Frequent practice is given in translating simple English narrative into Greek, and the grammar is thoroughly reviewed. In the spring term there is supplementary reading in Attic prose.

During the first semester of the third year the first three books of the *Iliad* are read. The last semester is devoted to a careful review of Greek composition and to the rapid reading of a large

amount of Homer, either the Iliad or the Odyssey, and of Herodotus. Special attention is paid to the Iliad as literature and to the influence which it has exerted upon the literature of all subsequent periods.

The following are the text-books used at present:

First Book in Greek, White; *Anabasis*, Goodwin and White; *Greek Composition*, Pearson; *Grammar*, Goodwin; *Iliad*, Books I-VI, Seymour.

HISTORY.

The work in this department comprises courses in Ancient, English and American History. They are intended to give an accurate knowledge both of the leading facts and of the principal events in their sequence, together with an appreciation of the life and customs of the different epochs. The work will be made as comprehensive as possible in the time allowed, and will be supplemented by collateral reading and essays on special topics. Outline maps will be used to trace the progress of events and the development of the nations. Every effort will be employed to make history real and vital. Frequent reviews, outlines and tests will be required and the "Ivanhoe Historical Note Book Series" will be used in all the courses.

American History will occupy one semester during the first year. Fiske's text will be used. Civil Government will be outlined. This course presupposes elementary history.

English History will occupy one semester during the second year. Montgomery's text will be used. The political development will receive special attention.

Ancient History will occupy one semester during the fourth year. Myer's text will be used. Greek History will be carried to the time of Alexander, and Roman to the accession of Commodus. The life, literature and arts of the Greeks will receive due consideration, and in like manner the literature and government of the Romans. A portion of the time will be allotted to the history of the Hebrew people, and the student will learn that this race has been of untold force and value in the elevation of mankind. He will come directly in touch with the Bible, and Abraham, Joseph, David, Solomon, and the other grand men of the Old Testament times will cease to be mere Biblical names; they will appeal to him as grand historical characters, who have

moulded life, and who are still directing forces in human affairs. Christ will be as real to him as Alexander the Great, Julius Cæsar, Socrates, all of whom have evolved out of nebulous history into clear types.

FRENCH.

The course in French is divided into two years.

The first year is devoted to a thorough and systematic training by the VISUAL METHOD, which, at the end of the course, will enable the pupils—

1.—To name all objects shown to them and to show or draw the object named; to describe any gesture made and to make the gesture as directed.

2.—To express the surrounding circumstances of any fact in life.

3.—To repeat at once in French or in English a story just heard in French.

4.—To answer questions; to ask for sufficient explanations in order to understand the meaning of an unknown word or phrase and to give sufficient explanation to make the meaning clear, if they lack the proper word.

5.—To consult a French dictionary for the meaning of words.

6.—To read an article in a French newspaper or a page of an ordinary novel and to paraphrase it in French or in English.

7.—To describe any event which has happened in their lives.

8.—To explain grammatical forms and to give in French the reasons for the verbal forms employed by a French author in any passage.

9.—To calculate in French.

10.—To act as an interpreter.

11.—To follow a lecture or a scientific demonstration in French.

12.—To write an ordinary letter in French.

The second year involves advanced grammatical constructions, composition work, memorizing and reading from French authors and historians. Both classes are conducted in French.

Text-Books

BEGINNING.

First Semester.

Visual Method
Composition.

ADVANCED.

First Semester.

Mérimée's *Colomba*.
Contes de Daudet (including
La Belle Niernaise).
Blouët's *French Composition*.
Sight Reading—*Le Voyage de*
M. Perrichon par Labiche
et Martin.

Second Semester.

Dumas's *Les Trois Mousque-*
taires.
Racine's *Athalie*.
Hugo's *Hernani*.
Corneille's *Le Cid*.
Sight Reading—Molière's *Le*
Médecin Malgré Lui.
Van Daell's *French Grammar*.
Selected Poems.

GERMAN.

The course in German continues during two years and comprises grammar, conversation, composition, memorizing, and reading from German poets and prose writers. Especial stress is placed upon correct pronunciation, and the classes are conducted in German.

The aim is to prepare pupils for college as well as to enable them to enjoy the beauties of the language, and also to give them facilities in speaking which will be of practical value in after life.

Text-Books.

BEGINNING.

First Semester.

Thomas's *Practical German*
Grammar.
Collar Eysenbach *Shorter*
Course.

ADVANCED.

First Semester.

Harris's *German Composition*.
Benedix's *Dr. Wespe*.
Auerbach's *Brigitta*.
Sight Reading—Paul's *Er musz*
Tanzen.

Second Semester.

Thomas's *Grammar* (continued).
 Super's *German Reader*.
 Storm's *Immensee*.
 Heyse's *L' Arrabiata*.
 Selected Poems.

Second Semester.

Riehl's *der Fluch der Schönheit*
 Freytag's *Die Journalisten*.
 Lessing's *Minna von Barnhelm*.
 Schiller's *Wilhelm Tell*.
 Selected Poems and Sight Reading.

MATHEMATICS.

The course in Mathematics has in view the development of a certain degree of mathematical maturity and skill, together with a high degree of accuracy and an ability to perform fundamental mathematical operations with great rapidity. The course especially fits for the best scientific schools and schools of technology. It completely covers the requirements for entrance to any of the courses in Cornell, Massachusetts Institute of Technology, Harvard, Yale, Princeton, Williams and other colleges of equal grade.

I. **Algebra.** The work in this course does not presuppose any knowledge of Algebra, but the student must have had a course in Arithmetic equivalent to that given in the best grammar schools.

The work for the first year will be Elementary Algebraic Equations, the Fundamental Operations, Factoring, Fractions, Equations of the first degree with one or several unknown quantities, Inequalities, Powers and Roots, Theory of Indices, the Transformation and Reduction of Radicals; and operations involving imaginary quantities. *Five hours.*

II. (a) **Algebra.** A thorough review of the first year's work with special attention paid to Factoring, Simultaneous Simple Equations, Theory of Indices, Surds and Imaginaries—then Quadratic equations, Simultaneous equations of the second and higher degrees, Theory of Quadratics, Ratio and Proportion, Progressions, Variables and Limits, Binomial Theorem and Logarithms.

New students entering this class must have had the equivalent of Course I, and be able, *at the time of entering this class*, to

handle factoring, fractions and simultaneous simple equations accurately and rapidly and be thoroughly familiar with the use of literal and fractional coefficients and exponents. Students not thoroughly prepared along these lines will find Algebra I better suited to their needs and abilities. *Five hours.*

II. (b) **Advanced Arithmetic.** This course is intended to review and extend the previous arithmetical knowledge of the student and to make clear processes that could not be fully understood during the earlier study of the subject. All obsolete tables and puzzles will be omitted and special attention paid to the needs of ordinary commercial life and to the solution of problems arising in scientific laboratories.

Special drill will be given in the metric system, mensuration, percentage and all its modifications and applications, and ratio and proportion. *Five hours.*

III. (a) **Plane Geometry.** Much time will be spent in solving original exercises, numerical problems and examples of loci, and maxima and minima of plane figures. As far as possible the work will endeavor to avoid all memorizing—more attention being paid to the means of solution than to the form. Each student is required to hand in a note book, kept in a neat, accurate manner, containing solutions for one hundred original exercises and problems. Although the text-book is used throughout the course, during the latter part the class relies upon it but little. *Until completed.*

III. (b) **Review of Elementary Algebra,** after Plane Geometry is completed.

IV. (a) **Solid Geometry,** including a review of Plane Geometry by means of original exercises. This course covers the text-book work, and also includes a large number of original exercises and practical problems, based upon the theorems already proven. A neat, orderly note book, containing solutions of all original problems, must be handed in by the student before he can receive credit in the course. *About twelve weeks.* Required of scientific students.

IV. (b) **Trigonometry and Surveying.** This course includes class room work in the analytical theory of the trigonometric functions, the use of formulæ, the solution of plane and spherical triangles, and also an elementary course in surveying.

The course in surveying aims to make the student familiar with the use of the transit and level and to teach him to record and transcribe accurate field notes. *From the completion of Solid Geometry.* Required of scientific students.

V. Advanced Algebra. A careful review of the previous work with special attention paid to Factoring, Simultaneous Simple Equations and Simultaneous Quadratics—then Theory of Quadratic Equations and Equations of Higher Degree, Variation, Ratio and Proportion, Progressions, Indeterminates, Choice and Chance, Interest and Annuities, Binomial Theorem to any exponent, Logarithms, Nature and Properties of Series, General Properties and Solution of Equations, Determinants, Graphs, Complex Numbers and Scales of Notation. *Five hours. Elective.*

VI. Analytical Geometry. For those who desire it, a course in Analytical Geometry is offered. Wentworth's Analytical Geometry is used as a guide. *About ten weeks.*

PHYSICS.

The course in Physics consists of a systematic study of the elementary laws of kinematics, dynamics, mechanics, acoustics, heat, optics, and electro-magnetism from both a theoretical and practical point of view. Three hours per week are devoted to lecture-room work and recitations, and four hours per week to quantitative laboratory exercises.

This course gives a thorough foundation in the general physical principles in view of further study and research in more advanced schools. The lecture-room work is illustrated by qualitative experiments, while those of a purely quantitative character are reserved for individual investigation in the laboratory.

During the first semester, the general laws of kinematics, dynamics, mechanics, and heat are studied. Absolute values of certain physical constants, such as specific gravity, Young's modulus of elasticity, acceleration of gravity, specific heat, and latent heat of fusion and evaporation are determined.

During the second semester, the laboratory experiments comprise the study of acoustics, optics, and electro-magnetism. The velocity of sound in gases and metals, the wave-length of sound

vibrations in organ pipes, and the pitch of tuning forks are determined.

The work in optics consists in measuring the focal length and radii of curvature of lenses and mirrors, the index of refraction of liquid and solid media, a study of refraction and dispersion in prisms, spectrum analysis, and determination of wave-length.

In electricity and magnetism the laboratory work is essentially of a practical character. Measurements of resistance, electromotive force, temperature coefficient of resistance, specific resistance, thermo-electric power, etc., are made. The fundamental laws of electricity and magnetism are also studied inductively.

The laboratory consists of three large and well lighted rooms on the ground floor of Reid Hall. It is provided with brick piers, slate wall, shelves, a cement floor, and gas and water connection. The supply of apparatus is adequate for the work of the department. Whatever is needed is secured.

An advanced course in laboratory work is offered to students who have satisfactorily finished elementary physics in other standard schools.

The text-book used is Carhart and Chute's *Elements of Physics*.

Only those students who have completed Algebra II, Advanced Arithmetic and Plane Geometry are eligible to this course.

CHEMISTRY.

The chemical laboratory consists of two commodious, well lighted rooms, equipped with water connections, gas, sinks, reagent racks, lockers and drawers for twenty students. Reagents, hoods, glassware, and special apparatus are accessible at all times.

The course consists of a systematic lecture-room and laboratory study of the fundamental principles of general chemical philosophy; the production and tests of the elementary gases and common acids; the reduction of metallic compounds; the determination of acid radicals; the reactions of the different bases; and the analysis of solutions and solids. Writing reactions and studying reactions as they occur in daily work is required.

Storer and Lindsay's *Elementary Manual of Chemistry*, Key-



PART OF OUR HOME.

ser's Laboratory Work in Chemistry and Irish's Qualitative Analysis are the text-books used.

MATERIAL EQUIPMENT.

During the year 1892, the Academy was put on a new basis in its equipment for work and its provision for the care of students. A separate recitation building known as

Reid Hall, containing a beautiful chapel, recitation rooms and laboratories, was erected at a large cost. It is the generous gift of the late Mr. Simon Reid, of Lake Forest, and of his wife. Of stately appearance, finished in oak, and furnished with the latest improvements, it is in itself an educating factor and a help to study.

Annie Durand Cottage, given by the lady of Lake Forest whose name it bears, is a handsome brick structure with all modern improvements, built to provide a home for boys while away at school. It contains parlors, reading and recreation rooms, bath-rooms, and is neatly furnished throughout. Presided over by one of the masters and his wife, it makes a homelike and attractive place for the growing boys. Each student has his own room.

The Eliza Remsen Cottage, the gift of Mr. and Mrs. Ezra J. Warner, is constructed to accommodate twenty-three boys in addition to a master and his family. The rooms accommodate one student each. The building was arranged on a most generous plan. No details were omitted that would add to the convenience and comfort of its occupants. There are parlors, game-rooms, reading-rooms, and bath-rooms for the students.

East Hall is a three-story brick building, used exclusively as a home for boys. The first floor contains the dining-room, reading-room, Matron's room, and a Master's office and living rooms and several rooms for students. On the second floor are bath-rooms and closets provided with the best sanitary appliances. The second and third floors contain the students' living rooms. These rooms are arranged for one student and are equipped like those in the cottages.

The building is in two parts, each under the care of a Master. A Matron has charge of the building. The Masters and stu-

dents all take their meals together in the large dining-room. The building holds forty-five boys besides the Masters and their families.

The living rooms in the three houses are fitted out with all necessary furnishings except linen and rugs. Each room contains an iron bed and springs, mattress, pillow, chiffonier, wash stand, chairs, table, book-rack, crockery, mirror, etc., has a varnished hardwood floor, a large closet, and is thoroughly lighted, steam-heated and ventilated.

The Gymnasium is a handsome and spacious structure within a few minutes' walk of the Academy campus. Upon the ground floor are shower and tub-baths, dressing-rooms, lockers, etc. Two bowling-alleys afford amusement as well as exercise for the students when the regular gymnasium classes are not in session. A swimming tank 32x18 feet is also one of the many conveniences of the gymnasium.

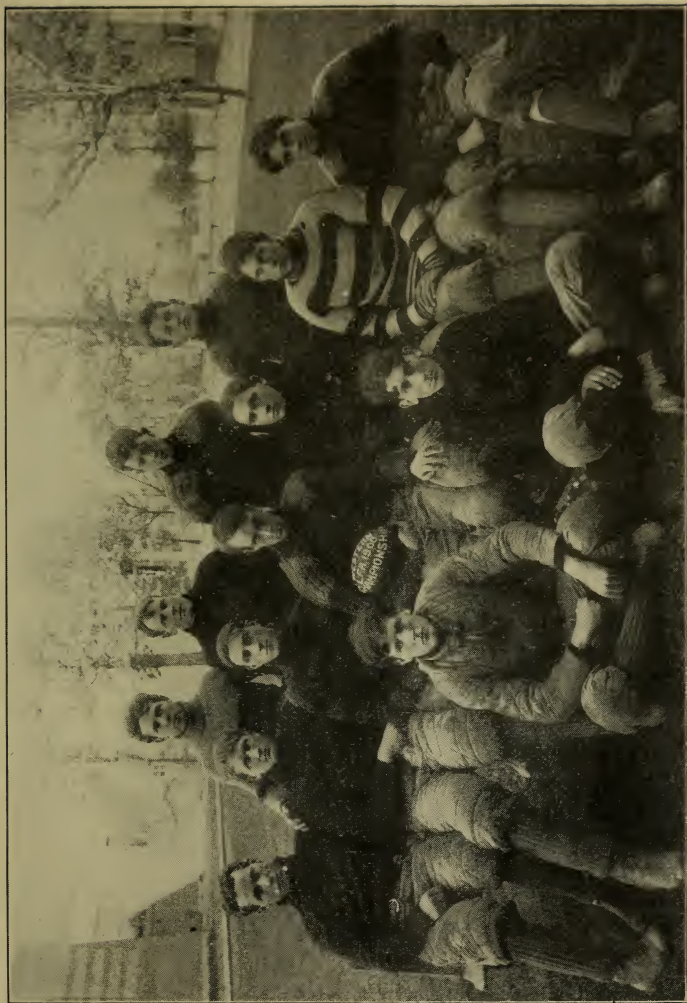
The main floor is an unobstructed space of 70x40 feet equipped with the various apparatus for light and heavy gymnastics. A track in the gallery offers opportunities for indoor practice in running.

ATHLETICS AND SPORTS.

Ample grounds have been set aside for all sports available for the students' out-of-door recreation. The athletic field is large enough for a foot-ball field, a base-ball diamond and a quarter-mile cinder track. A straight-away 100-yard track, wide enough for six contestants, is a recent valuable addition. Bleachers are built on a slight elevation, enabling spectators to see the games without obstruction. The whole field is well drained and enclosed by a fence six feet high.

Tennis. Three elegant clay tennis courts furnish amusement for students who do not care to exercise as violently as base-ball and foot-ball demand. These courts are as good as skill and care can make them, and the tennis tournaments held each spring are an interesting feature of our athletic life.

Golf. Surrounding the campus the boys have recently made a nine-hole golf course. With such exceptional advantages as the Onwentsia Club offers in Lake Forest, golf is rapidly com-



FOOT BALL TEAM
1900

BASE BALL SCHEDULE.

1900

April	7	North Western Academy.....	2	L. F. A..	3
"	21	South Side Academy.....	6	"	..12
May	2	Hyde Park High School.....	7	"	.. 9
"	4	West Division H. S. (11 inning game)	8	"	.. 7
"	12	Culver Military Academy.....	2	"	..11
"	16	North Western Academy.....	10	"	.. 7
"	23	North Division High School.....	3	"	..22
"	30	Lewis Institute.....	7	"	.. 9
June	2	Naperville College.....	1	"	..19
"	7	Battery D.....	1	"	.. 7

TRACK TEAM RECORDS.

1900

100 yards dash.....	10 1-5 seconds
220 yards dash.....	23 1-5 seconds
120 yards hurdles.....	17 2-5 seconds
220 yards hurdles.....	27 3-5 seconds
Quarter mile run.....	54 1-5 seconds
Half mile run.....	2 minutes 9 2-5 seconds
One mile run.....	5 minutes 4 seconds
Shot put, 16 pounds.....	32 feet 6 inches
Shot put, 12 pounds.....	37 feet 6 inches
Hammer throw, 16 pounds.....	93 feet 6 inches
Discus throw.....	85 feet
Running high jump.....	5 feet 6 1-2 inches
Running broad jump.....	21 feet 10 1-2 inches
Pole vault.....	9 feet 2 inches

FOOT BALL SCHEDULE.

1900

Oct.	6	English High School.....	0	L. F. A.....	24
"	10	Hyde Park High School.....	0	" 5
"	20	Lewis Institute.....	0	"18
"	24	South Side Academy.....	0	"11
"	27	Naperville College.....	0	" 5
Nov.	3	Culver Military Academy.....	0	"10
"	10	Morgan Park Academy.....	5	"11
"	14	North Western Military Academy.	0	"69

ing to the front among our boys and bids fair to surpass some of our older and better established games in point of interest.

LIBRARY.

The Academy has a growing library of its own and the students have access to the College library of 16,000 volumes. There is a reading-room in each building on the Academy campus, and here may be found the standard current magazines and other periodicals.

GENERAL INFORMATION.

The general rule as to conduct is: **Lake Forest Academy expects every student to have a high standard of honor and scholarship; to be neat, prompt and diligent; to be always a gentleman.**

Boys who have the tobacco habit to such an extent that they cannot stop smoking or chewing while in attendance at Lake Forest Academy will not be received. The continuance of the habit while at school will bring them much trouble and disgrace.

Students are not expected to leave Lake Forest without permission from the Head Master. Failure to observe this request will result in severe discipline.

It is important that each student be at every recitation, and parents should not, therefore, ask that their sons be excused to be away unless for very urgent reasons. Requests for absence should be sent to the Head Master. Students remaining during vacation are under the same regulations as in term time. It is important that each student be here promptly at the opening of school in the fall and after each vacation. There is no vacation at the close of the semester, but only at the time indicated in the Calendar.

Plenty of nutritious food is furnished by the school. Parents are requested, therefore, to send no eatables to their sons, except fresh fruit. Regularity of meals and proper diet have much to do with health. No temptations must be placed before the students to interfere with regularity.

A report of each student's work is sent to parent or guardian at monthly intervals and will be furnished, on request, at any time.

Religious Life. Lake Forest Academy was established at the beginning of Lake Forest University, of which it is a con-

stituent part. Its aim, influence and discipline are those of the Christian family. Attendance at church is required every Sunday morning. The students of the Academy have organized a Young Men's Christian Association to carry on Christian work. Every Tuesday evening a half-hour prayer meeting is held under the direction of the Association. Chapel service is held every morning in Reid Hall, and on Sunday mornings prayers are conducted in the different houses.

Sunday afternoons from 4:45 to 5:15 o'clock vesper services are held in the chapel of Reid Hall during the winter term. The services are conducted by the masters, and all the Academy students living on the Campus are expected to attend. The aim of the life on the Campus is to make a boy pure in his imaginations, clean in his language, and square in his conduct.

Self Government. Americans inherit democratic principles and are born to govern themselves. Self-government is no longer an experiment. In nation, state, city and village, it has been tested with success. Is there any reason to fear that it cannot succeed in schools? Is it not rational for us to expect, where boys are reasonable and intelligent, and where they are under the direction of cautious men, that self-government is possible and fitting? Our boys have a voice in their own affairs, and if "boys will be boys" it is frequently because they are not given the opportunity to be men.

The "Cottage Organization of the Durand" was formed in the faith that boys would use power reasonably. The purpose of the organization is, to promote the good fellowship of the house; to encourage a frank and sympathetic relation between masters and students; and to cultivate the purest and squarest ideals of manhood. The officers consist of the two masters in charge and a secretary and treasurer from the student body.

The power to control all the affairs of the House is vested in five committees: Social, Devotional, Equipment, Initiation and Discipline. When an infringement of the rules of the house is reported, the Discipline committee meets, discusses the affair, takes testimony from those directly interested, and determines the penalty. The motto of the Discipline committee is "A Square Deal" and as two of the members of this committee are from the student body, these representatives generally see to

it that a square deal is given. There is a refreshing freedom of speech at the meetings which allows every boy to speak his mind and which clears away every misunderstanding between masters and students.

Physical Life. The gymnasium contains appliances requisite for the systematic development of the body, and also supplementary apparatus for special training to give agility and grace as well as to develop the muscles. The prevailing idea and aim is "Life." The work is based upon physical examinations which are made at least twice a year, and personal attention is given to the students by the director of the gymnasium.

Systematic class-work is required three hours per week by all the Academy students that are in good health and physically able to take gymnasium class-work. This work consists of vigorous drill in floor calisthenics, dumb-bells, Indian-clubs, wands, etc. For the more advanced students progressive graded work is prescribed on the various pieces of apparatus. Special work in boxing, wrestling, and fencing is offered to students in certain classes. Indoor-ball, basket-ball, water-polo, and other gymnastic games are played by regularly organized teams. An annual gymnasium exhibition gives the boys an objective point in their efforts to become strong, active and graceful.

Literary Societies. On Saturdays, the two literary societies, Tri Kappa and Gamma Sigma, hold meetings under the supervision of the Masters. They afford valuable practice in composition, declamation, debate, and the delivery of orations.

Students in the three upper forms may belong to the societies. First Form students, those who do not belong to either of the societies, have other general exercises when the societies are in session.

Mechanical and Free Hand Drawing. Students who wish may have the benefit of work in drawing, under competent teachers, one hour each week in place of literary society work.

The course in free hand drawing includes work from models in construction and perspective, in pencil, pen and ink, charcoal and water color.

In mechanical drawing the course involves, geometric constructions, projections, development of solids, and machine details. The text book used is Faunce.

Dramatic, Glee and Mandolin Clubs; Orchestra. Most boys would rather "line up" against a foot-ball team than to face an audience. To stand up to be looked at and listened to, brings more fear and trembling than an examination.

The purpose of these clubs is to take away fear from public expression of any kind. One of the most natural methods, perhaps, is found in dramatics. Here there is some one to talk to, a table to lean on, or a chair to relieve faltering.

Time must be taken in speech to give other characters a chance and the intensity of action develops a physical expression adapted to the thought. Farces are presented with great interest and success. The dramatics are assisted by the musical organizations of the school, each conducted by an efficient leader. Concerts are given and tours arranged. A decided interest is always shown in all the special organizations of the Academy.

EXPENSES.

The tuition for day students is \$100 for the year, \$50 a semester. This covers all fees and charges except for books and laboratories.

In the Cottages and East Hall the price of rooms varies from \$300 to \$500, according to size and location. This covers all charges for board, tuition, room-rent and the washing of twenty pieces a week. Extra washing will be charged for at reasonable rates. Books and stationary are extra. Rooms are assigned by the Head Master as he thinks the best interests of the students require. A deposit of \$10 is made when the room is engaged.

Each student will furnish his own towels, sheets, blankets, bed-spread (size of bed, 6 ft. by 3 ft. 6 in.), pillow-cases (size of pillow 23x29 inches), toilet soap, and rugs; napkins (six) and napkin ring; brushes and boot-blackening; spoon and other articles for use in his own room; rubbers and umbrella.

Every article of clothing **MUST BE DISTINCTLY MARKED** with the owner's name.

It is recommended that the student bring with him a table spread, pictures and other adornments, in order to make his room homelike and attractive; that he should be provided with such medicines as he takes at home for colds or common ailments.

Fees. A laboratory fee of \$5 a semester is charged to each student taking either physics or chemistry.

A fee of \$5 is charged at graduation.

A special fee is charged for the courses in public speaking.

Bills are payable at the opening of each semester. No reduction will be made for students dismissed or leaving before the close of the semester.

Money may be deposited with the Head Master of the Academy for the personal use of students, if parents so desire. Parents are requested not to allow more than fifty cents a week for spending money.

A book-store is kept at Reid Hall where school books and stationery may be obtained at retail prices.

Students may have an account at the Academy Book Store. Bills contracted there are payable monthly.

Opportunity will be given for studying Elocution, Piano, Violin, Mandolin, Guitar, and Banjo at extra charge.

Scholarship. The William C. Dickinson Scholarship of \$1,000 was founded by the Lake Forest Presbyterian Church, for the benefit of a student in the Academy, such student to be appointed by the Session of the Lake Forest church, or failing such appointment, by the Head Master of the Academy.

The HAVEN GOLD MEDAL is given by Dr. A. C. Haven, of Lake Forest, to the member of the graduating class who has had the highest average in his studies during his third and fourth year at the Academy.

In 1900 the medal was awarded to John O. Dodge. Harry D. Johnson was a close second and received a special gift, the Arthur S. Reid medal.

For further information and illustrated pamphlets, address

CONRAD HIBBELER,
Head Master, Lake Forest, Illinois.

Long Distance Telephone, Lake Forest, No. 70.

LIST OF STUDENTS.

GRADUATES OF 1900.

Burke, George L.....	Waukegan, Ill.....	Business
Cooper, James H.....	Macomb, Ill.....	Lake Forest College
Dodge, John O.....	Dixon, Ill.....	Cornell University
Erskine, Ralph C.....	Racine, Wis.....	Williams College
Gilbert, William H.....	Almora, Ill.....	Business
Hamm, Eugene S.....	Murray, Iowa.....	Lake Forest College
Johnson, Harry D.....	South Bend, Ind.....	Cornell University
Johnston, John T.....	Milwaukee, Wis....	Madison University
Legg, Chester A.....	Decatur, Ill.....	Amherst College
McClure, James G. K. Jr.	Lake Forest, Ill....	Lake Forest College
Raymond, Henry I. Jr...	Chicago, Ill.....	Chicago University
Ross, William B.....	Du Bois, Pa.....	Lake Forest College
Stark, Herbert C.....	Bluffton, Ind.....	Lake Forest College
Stiles, Lee C.....	Austinburg, Ohio....	Lake Forest College
Taylor, George E.....	LaCrosse, Wis.....	Madison University
Vincent, Harry F.....	Odell, Ill.....	Cornell University
Watson, Richard G. Jr..	Lake Forest, Ill....	Lake Forest College

FOURTH FORM.

Asada, Soshichi.....	Yamaguchi, Japan.....	East Hall
Dyer, John S.....	Boone, Iowa.....	Annie Durand Cottage
Ellis, Guy G.....	Libertyville, Ill.....	East Hall
Follett, Fred K.....	Libertyville, Ill.....	East Hall
Gamble, Edgar T.....	Woodhull, Ill.....	East Hall
Gessner, George A.....	Macomb, Ill.....	Eliza Remsen Cottage
Goodrich, Clinton R....	Minonk, Ill.....	East Hall
Goodrich, George E....	DeKalb, Ill.....	East Hall
Goodwillie, Clarence J..	Wausau, Wis.....	Eliza Remsen Cottage
Hartman, Floyd.....	Lake Forest, Ill...	Mr. D. W. Hartman's
Hawkins, Lewis.....	Waukegan, Ill.....	Mr. A. H. Hawkin's
Hunter, James.....	Odell, Ill.....	Eliza Remsen Cottage
Irwin, Watson.....	Springfield, Ill.....	East Hall
Lovell, Frink C.....	Chatfield, Minn...	Eliza Remsen Cottage

Mayr, George H.....	South Bend, Ind...	Eliza Remsen Cottage
Nicola, Lyle B.....	Washington, Ia...	Eliza Remsen Cottage
Parshall, Vernon V.....	Grand Ridge, Ill.....	East Hall
Peter, Wm. F. Jr.....	Seymour, Ind.....	East Hall
Peyton, William T.....	Louisville, Ky.....	East Hall
Ralston, Henry G.....	Lake Forest, Ill...	Prof. Walter Smith's
Scott, Edward S.....	Reedsburg, Wis.....	East Hall
Slayton, W. Elmer.....	Tecumseh, Mich.....	East Hall
Spence, Elbert W.....	LaCrosse, Wis....	Eliza Remsen Cottage
Stone, Arthur A.....	LaMoure, N. D.....	East Hall
Thompson, E. Blish....	Seymour, Ind....	Eliza Remsen Cottage
Woodward, Clayton W..	Grand Ridge, Ill.....	East Hall

THIRD FORM.

Akin, Edward W. Jr....	Carlisle, Ind.....	Annie Durand Cottage
Albro, Ames.....	Orchard Lake, Mich.	Annie Durand Cot.
Andreen, Frank G.....	Woodhull, Ill.....	East Hall
Cobb, Charles L.....	Lake Forest, Ill...	Mr. Albert W. Cobb's
Fales, James T.....	Lake Forest, Ill.....	Mr. David Fales'
Ferry, Horace.....	Lake Forest, Ill.....	Mrs. A. F. Ferry's
Given, John.....	Carlisle, Pa.....	Eliza Remsen Cottage
Higgins, Fred.....	Chicago, Ill.....	Eliza Remsen Cottage
Hobbs, Ralph.....	South Bend, Ind.....	East Hall
Kennedy, William G....	Rib Lake, Wis....	Eliza Remsen Cottage
Kimball, Norman C....	Kenosha, Wis....	Eliza Remsen Cottage
Milner, Joseph H.....	Arlington, Ill....	Annie Durand Cottage
Olmsted, Louis W.....	Boone, Iowa.....	Annie Durand Cottage
Pratt, Norton R.....	Chicago, Ill.....	Eliza Remsen Cottage
Purdum, John L.....	Fairbury, Ill.....	East Hall
Shaffner, Philip.....	Chicago, Ill.....	Eliza Remsen Cottage
Sherlock, Philip.....	Chicago, Ill.....	Annie Durand Cottage
Smoot, Clement.....	Highland Park, Ill...	Mr. K. R. Smoot's
Thorp, Frank Jr.....	Fort Sheridan, Ill...	Capt. Frank Thorp's
Tomm, Eugene.....	Pekin, Ill.....	Annie Durand Cottage
Widaman, Allan.....	Warsaw, Ind....	Eliza Remsen Cottage
Woolverton, Howard A.	South Bend, Ind...	Eliza Remsen Cottage

SECOND FORM.

Ackers, Robert.....	Chicago, Ill.....	Annie Durand Cottage
Banfield, Edgar.....	Elwood, Ind.....	Annie Durand Cottage
Bittner, Daniel.....	Fairbury, Ill.....	East Hall

Clapp, Robert.....	Chicago, Ill.....	Eliza Remsen Cottage
Erskine, Herbert.....	Lake Forest, Ill....	Prof. A. C. Dawson's
Fales, Elisha.....	Lake Forest, Ill.....	Mr. David Fales'
Gray, H. W.....	Fort Dodge, Iowa.....	East Hall
Hoyne, Eugene.....	Waukegan, Ill....	Eliza Remsen Cottage
Hull, Horace.....	Chicago, Ill.....	East Hall
Johnson, John.....	South Bend, Ind..	Eliza Remsen Cottage
Kennedy, Elbert C.....	Rib Lake, Wis....	Eliza Remsen Cottage
Krippendorf, Otto.....	Cincinnati, Ohio.....	East Hall
Leas, John.....	Auburn, Ind.....	Annie Durand Cottage
Linn, Stanley.....	Chicago, Ill.....	Annie Durand Cottage
McKee, Lutes K.....	Vincennes, Ind.....	East Hall
Palmer, Ernest.....	Lake Villa, Ill.....	East Hall
Raymond, William B...	Chicago, Ill.....	Annie Durand Cottage
Sutton, Walter.....	Lake Linden, Mich..	Annie Durand Cot.
Welch, Ralph P.....	Parkersburg, W. Va..	Annie Durand Cot.

FIRST FORM.

Cruttenden, Alexis H...	Des Moines, Ia...	Annie Durand Cottage
Euans, Kenneth.....	Watseka, Ill.....	Annie Durand Cottage
Hale, Eugene.....	Scotland, S. D....	Annie Durand Cottage
Hall, Kenneth.....	Lake Forest, Ill.....	Mr. F. G. Hall's
Hughes, Kenneth.....	Antioch, Ill.....	Annie Durand Cottage
Johnson, Emil.....	South Bend, Ind.....	East Hall
Larned, Edwin.....	Lake Forest, Ill....	Mr. W. C. Larned's
Myers, Roy.....	Chicago, Ill.....	East Hall
Norton, Dwight.....	Chicago, Ill.....	Annie Durand Cottage
Raymond, Charles H...	Chicago, Ill.....	Annie Durand Cottage
Rumsey, Richard.....	Lake Forest, Ill..	Mr. J. Franck Rumsey's
Schnur, Burton.....	Glencoe, Ill.....	Mr. J. Schnur's
Sears, Paul.....	South Haven, Mich....	East Hall
Sexton, Thomas D....	Chicago, Ill.....	Eliza Remsen Cottage
Sherlock, Lawrence....	Chicago, Ill.....	Annie Durand Cottage
Sievert, Henry.....	Evanston, Ill.....	East Hall
Swift, Alden.....	Lake Forest, Ill.....	Mr. L. F. Swift's
Tansill, Robert W. Jr...	Carlsbad, N. M....	Annie Durand Cottage
Watson, Henry G.....	Lake Forest, Ill....	Mr. R. G. Watson's
Wise, Brooks L.....	Vincennes, Ind.....	East Hall
Yule, Clarence.....	Somers, Wis....	Annie Durand Cottage

SPECIALS.

Amsden, William.....	Abilene, Kan.....	Eliza Remsen Cottage
Anderson, Charles.....	Shawano, Wis....	Annie Durand Cottage
Balz, Julius.....	Waukegan, Ill.....	Mrs. J. Balz's
Bellows, Fred W.....	Waukegan, Ill.....	Mr. F. Bellows'
Benton, Harold D.....	Chicago, Ill.....	East Hall
Benton, Lewis E.....	Chicago, Ill.....	East Hall
Bratton, Henry.....	Macomb, Ill.....	East Hall
Burke, George L.....	Waukegan, Ill....	Mr. Edmund Burke's
Burroughs, Guy C.....	Paine's Point, Ill..	Eliza Remsen Cottage
Byrer, Roy.....	South Bend, Ind..	Eliza Remsen Cottage
Chapin, Edward F. Jr....	Lake Forest, Ill.....	Mr. E. F. Chapin's
Close, Charles.....	Chicago, Ill....	East Hall
Dahl, George.....	Chicago, Ill.....	Annie Durand Cottage
Dietmeyer, Philip.....	Wadsworth, Ill..	Annie Durand Cottage
Follett, Herbert.....	Normal, Ill.....	East Hall
Francis, Waldo R.....	Neponset, Ill.....	East Hall
Gee, Leslie.....	Lawrenceville, Ill.....	East Hall
Hossack, John A.....	Odell, Ill.....	Eliza Remsen Cottage
Jones, Herbert.....	Lake Forest, Ill....	Mr. David B. Jones'
Kurtz, Frank.....	Shelbyville, Ill..	Annie Durand Cottage
Oberholtzer, Ray.....	Garrette, Ind....	Annie Durand Cottage
Oliver, J. Mark.....	Chicago, Ill.....	Eliza Remsen Cottage
Parshall, Ralph.....	Grand Ridge, Ill.....	East Hall
Sherwood, Wallace W..	Grand Rapids, Mich..	Eliza Remsen Cot.
Snyder, Donald J.....	Hillsdale, Mich..	Annie Durand Cottage
Stark, H. C.....	Bluffton, Ind.....	North Hall
Swift, Nathan.....	Lake Forest, Ill.....	Mr. L. F. Swift's
Taylor, George C.....	Normal, Ill.....	East Hall
Woelfel, Karl.....	Morris, Ill.....	East Hall
Zimmerman, Charles....	Macomb, Ill.....	East Hall

Summary: Fourth form, 26; Third form, 22; Second form, 19; First form, 21; Specials, 30. Total, 118.



3 0112 105683053